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ABSTRACT

This two-part report discusses the implementation of the four-day week on college campuses and summarizes the results of a survey conducted to investigate: (1) the history of the four-day college week in Texas; (2) how Texas colleges using this system integrate their operations into the four-day week; and (3) the future acceptance of the four-day week by Texas colleges. Part I examines the evolution of the school calendar from the traditional semester system to today's "4-1-4" system, and then urges the adoption of the four-day week as a continuation of this trend toward educational innovations that meet student, rather than institutional, needs. The origins of the four-day system in the business community are cited, as is the system's potential to cut school utility costs and student gasoline expenses. Part II analyzes the responses of six of the seven Texas colleges utilizing the four-day week to an 18-item survey instrument. Respondents indicated that the major advantage of the four-day week was the saving of energy and that the major disadvantages were the long work day and the short lunch break. Generally, faculty, student, and community attitudes toward the system were favorable and respondents indicated that no major scheduling problems were encountered in converting from the five-day week. Summary conclusions and the questionnaire are included in Part II. (JP)

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AN IN-DEPTH STUDY OF THE FOUR-DAY COLLEGE WEEK

Part I
The Four-Day College Week: Revolution or Evolution?

Part II
A Survey of Common Practices of Texas Colleges
Utilizing the Four-Day College Week

by

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Clarendon College
Clarendon, Texas

1979

THE FOUR-DAY COLLEGE WEEK:

REVOLUTION OR EVOLUTION?

INTRODUCTION

The history of American higher education is filled with examples that validate the old saying that "the reason why we do things this way is because that is the way it has always been done!" The college calendar is surely one of these examples. Semesters, class days, contact hours, and so on have been called devices for administrative convenience.

Stephen J. Knezevich stated that "The traditional factors influencing the design of school calendars were program, staff, space and past practices." There are many different types of school calendars with most having well-defined beginning and ending dates. Most annual calendars are nine to ten months with appropriate vacation periods.[1]

During the past few years more and more administrators have not been convinced that the way things are "done" is not necessarily the most effective nor the most efficient. Mossie J. Richmond, Jr. stated in the Summer, 1977 edition of College Student Journal that:

> The inflexible policies, practices, and organizational structure in postsecondary institutions are created at the expense of student needs out of a concern for administrative convenience, effectiveness, and efficiency. Many victims of these administrative constraints have less control over the circumstances surrounding conflicts with the constraints than the college officials who administer the regulations. While it is desirable to bring the nomothetic and idiographic dimensions of the social system into

> congruency, curricular innovations that are professionally sound should be viewed as administratively feasible. The time has come to adjust the administrative responsibility for postsecondary education to the needs of those who subject themselves to the administrations rather than to the convenience of those who are paid to administer.[2]

Some persons have called the responses of educational administrators to requests for calendar change as "innovative."[3] Others feel that a change in the college calendar is because of pressure, citing that "our... system, despite its faults, in the long run adapts itself well to the needs of the people."[4]

For many years, most colleges followed the "Traditional Semester." Students would enroll in September and take final exams in Mid-January. The Spring Semester would begin late January and conclude the latter days of May. Nobody seemed especially concerned about having class the entire fall semester, taking two weeks off for Christmas, and <u>then</u> coming back for final examinations. Most students thought it was unfair, but few college administrators were willing to "innovate." However, some experiments in the college calendar were beginning to be tried.

> In the early 1960's several college faculties began to raise questions about the length of the term and the number of courses taken by students per term. It was believed that students were studying too many courses at once, thus fragmenting their efforts and failing to concentrate in depth on any subject. The proposed solution to the problem was the 3-3-3, an academic calendar involving three terms during each of which students take only three courses.[5]

This "trimester" calendar was a change that seemed to precipitate other types of calendar deviation. Some colleges merely added another three months to the trimester and began the "Quarter System."

After studying the educational inplications of the "Trimester" and the "Quarter-System" in the late 1960's, many colleges devised a college calendar known as the "Early Semester." In this Semester organization, the student would enroll in late August or early September and take final examinations before the Christmas holidays. This was indeed hailed as a legitimate institutional response to an identified student need.

The "Early Semester" rapidly became the most popular scheme for college calendars. As more colleges adopted the early semester, the idea of the 4-1-4 calendar burst on the scene of American Higher Education.

> Florida Presbyterian College is generally recognized as the founder and chief exponent of the 4-1-4 calendar. The uses of the January term vary greatly from college to college. Some institutions use the interim entirely for independent study. Others use it for a period of study or travel abroad, still others use it for community service or work experience.[6]

Many colleges schedule three semester hour credit courses uring this "Mini-Term" which has proven to be very popular. It has been a real asset for those students who live great distances away from home and are residing on-campus during the semester break to be able to take a course in January.

A form of the 4-1-4 calendar was introduced on the campus of Wesleyan College (North Carolina) in 1968 known as the 4-4-1 plan. Alva M. Stewart stated in Improving College and University Teaching:

> . . . the first semester ends shortly before Christmas, the second senester ends late in April, and the final month of the academic year, called the May term or mini-mester, is devoted to concentrated study of a single subject, either on or off campus.[7]

Florence A. Smith completed a study of calendar variations in the San Diego Community College District in 1975 and reported that:

> Adoption of a calendar should emerge from a Districtwide concensus on that calendar which provides the educational experiences necessary to the mission of the Educational Master Plan. A program of activities to provide this concensus should begin as changes occur in (1) legislation, (2) the level of cost information, and (3) the level of State funding.[8]

Smith went on to say that in 1975 there was "an impetus . . . toward calendar change" in the state of California. In 1979, there appears to be an impetus toward calendar change in the state of Texas. The major change that Texas colleges are now involved in is the move toward the four-day college week.

James R. Davis stated in the July, 1972 issue of The Journal of Higher Education that the:

> . . . recent trends in the development of new academic calendars can be interpreted in part as belonging to a more general movement within education and within society as a whole to find ways of individualizing and personalizing opportunities for human fulfillment. Higher education's necessary preoccupation with developing standard procedures for educating large masses of students during the 1960's is gradually shifting toward a revitalized concern for developing a plurality of methods for educating a diversity of individual students. The changing academic calendar will continue to play an important role in this process.[9]

THE FOUR-DAY WORK WEEK

The four-day work week has been widely discussed in the business world for many years. The four-day week has been met with almost as much opposition as supporters of the five-day week

received many years ago. This is evidenced by Henry Swados' citation of the famous 1926 statement by John E. Edgerton, president of the National Association of Manufacturers: "I regard the five-day week as an unworthy ideal. . . It is better not to trifle or tamper with God's Laws." The Bible, he felt, decreed the six-day week.[10] The five-day week has slowly been yielding to the four-day week since the end of World War II. Edward W. Ziegler reported in the August, 1959 edition of The Nation that:

> . . . Vice President Nixon, in the 1956 campaign, prophesied that all Americans would be working the four-day week in the "not too distant future".[11]

Few business men were neutral on the idea of the four-day work week; they were either for it or against it. Proponents saw these advantages: Less absenteeism, better morale, less turnover, and increased productivity and efficiency. Opponents saw just the opposite.[12] The four-day week envisioned by business and industry would consist of workers employed for four days per week at ten hours per day.

The University of Michigan economist William Haber stated, in 1971, that:

> . . . the return to a 10-hour day marks a reversal in the trend toward shorter work days that has been the goal of unions since since before 1900.[13]

Raymond L. Cravens reported in Adult Leadership that a 1971 Gallup Poll of the four-day week revealed that 45% of the men were in favor of the four-day week, while 66% of the women were opposed for they "comsidered the ten-hour day to be too hard on their husbands."[14]

Many companies have converted to four-day work weeks. The

chief criticism appears to come from the worker who "moonlights" by taking a second job on weekends and be too tired to be efficient on their regular job.[15] A strength of the four-day week reports the George H. Bullard Company of Westbrough, Massachusetts, is that "prior to dropping the fifth day, absenteeism had been averaging 10% on Mondays. . . Now it has virtually disappeared."[16]

THE FOUR-DAY COLLEGE WEEK

Since the early semester had evolved into the scheme of higher education, most college administrators seemed content with the design of the annual college calendar. Most calendars consisted of a fifteen to sixteen week semester with three credit-hour classes meeting three hours each week. Several years ago, college classes were scheduled on Monday, Wednesday, and Friday (MWF) and/or Tuesday, Thursday, and Saturday (TThS) for one hour each day. Recently, classes have been scheduled on MWF for 1 hour and/or TTh for 1 1/2 hours. This has been the traditional pattern. However, many colleges, such as Bakersfield College in California, use a variation of class hours each semester:

THREE HOUR WEEK PATTERNS

7:30 am	MWF	
8-9:22 am	TTh	
8:30 am	MWF	
9:30 am	MWF	
9:30 am	TTh	10:30 am F
10:30 am	MTTh	
11:30 am	TWF	
12:30 pm	TWF	
1:30 pm	MWF	
1:30 pm	TTh	12:30 pm M
2:30 pm	MTTh	
3:30 pm	MTTh	

[17]

The end result of pattern variation, which still allows the student to schedule three hour per week classes, was the idea that

colleges may not need to be locked into a five-day week. A rationale for the four-day week was expressed by some students by the fact that if Tuesday-Thursday classes were legitimate, why not Monday-Wednesday classes and not hold classes on Friday? This rationale was heard by college administrators, but not until the Arab oil embargo of 1973 did the idea become important. Since 1973, the need for conservation of energy has taken on great significance. The Arab oil embargo "signaled the need for energy crisis plans, generation of energy budgets, and more careful control of energy utilization within the schools."[18]

Stephen J. Knezevich stated in his book Administration of Public Education that one possible plan would be:

> A school calendar based on a four-day week and extending each day from the typical 6 to 6 1/2 hours to 8 1/2 hours. The important point is the total number of weeks per academic year rather than the distribution in any fixed pattern. Schools could start as early as 8:30 a.m. and conclude as late as 5:00 p.m. when four-day weeks are employed.

Knezevich went on to say that it must be realized that there are several possible ways of adjusting the weekly and academic calendars to cope with severe energy shortages. The gasoline shortages that the United States is currently experiencing, with shortages projected through 1980, has caused many colleges to look seriously at the four-day week. College administrators realize that one-third of all miles travelled are made by workers, shoppers, and students journeyed between home and work.[19] In California, the gasoline shortage in the summer of 1979 has caused the enrollments at community colleges to drop. The value of the four-day week has again been stressed.

> This summer, students on the nine Los Angeles campuses will attend classes only four days a week. Most will not drive to the campus on Fridays, but will spend more hours in classes on the other four days.
> Ventura County Community College District also will consider adopting a four-day-a-week schedule for summer-school students and classified employees. Ventura community colleges eventually may move toward "block" scheduling, enabling students to attend a class for three hours on a single day, rather than for one hour each of three days.[20]

Big Bend Community Colleges in Moses Lake, Washington has converted to the four-day week. Theodore A. Roscher, vice president and dean of instruction conducted a doctoral study in the area of flexible scheduling. His study of the four-day week revealed:

1. There was a significant increase in part-time students (under 10 credit hours) largely in women and older students (over 21), a group the college has tried to reach since its founding 15 years ago. Over-all enrollment rose 15 percent during the winter quarter and 56 percent in the spring quarter over the same periods of the previous year.

2. Students who worked part-time favored the long weekend because it gave them additional earning capacity. Others, including the faculty, said the three-day layoff gave them a larger block of contiguous time for home, family, recreation, and leisure.

3. Commuter students from the three-county area served by BBCC-some of whom travel 100 miles roundtrip each class day-reported auto fuel savings of 20 percent in addition to other benefits.

4. Savings in heating fuel, maintenance and other operational expenses on the Big Bend physical plant amounted to about $10,000.[21]

> Mr. Roscher concluded the article by stating that "In order to make the most efficient and educationally sound use of available funds to higher education, the small community college must look toward non-traditional scheduling of courses. The emphasis must therefore be placed on devising a delivery system which will utilize staff and facilities more efficiently and still offer quality programs."

CONCLUSION

Is the four-day college week a revolutionary or evolutionary idea? It would appear that it has evolved to its present status. The evaluation has been the result of societal need and demands. If the four-day college week becomes wide-spread in Texas and currently there are seven colleges who schedule the four-day week, several questions remain unanswered:

1. Has the ability to use leisure time by participants of the four-day week been properly planned for?
2. What are student attitudes toward the four-day week, especially the dormitory students?
3. Where and how much savings in utilities been realized?
4. What has been faculty response to the four-day week? What are their duties on the "fifth" day?
5. What has been the attitude of the community toward the "short" work week at the college?

How successful will be the four-day week? D.N. Williams reports in Iron Age that congress has passed the observance of 5 national holidays that will comprise a four-day week. "That represents 10 percent of the weeks of the year--and could add some grease to the slide into the four-day week for the entire nation".[22] Through adequate administra-

tive planning, the four-day college week could allow an era of flexibility and innovation previously unmatched in the history of American higher education. If the end result is only having classes four days a week instead of five, with little or no innovative activities designed for students and faculty, it may never live up to its potential.

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A SURVEY OF COMMON PRACTICES OF TEXAS COLLEGES UTILIZING THE FOUR-DAY COLLEGE WEEK

This study was conducted during the summer of 1979. The research was important to Clarendon College as it provided data while considering the possibility of converting to the four-day college week. The impetus for the study was the result of two main factors:

1. The need to aid the commuting student as the price of gasoline increased.
2. The importance of Clarendon College to reduce the amount of utility costs on campus.

The first step in conducting the survey was to identify the colleges in Texas who are presently using the four-day college week, either partially or completely. The population for this study consisted of seven colleges in the State of Texas; six community/junior colleges and one graduate institution.

The seven questionnaires (Appendix A), a letter of transmittal (Appendix B), and a stamped return envelope were mailed on August 8, 1979 to the academic administrator on each campus. Approximately three weeks after the first mailing a second copy of the survey instrument and a follow-up letter (Appendix C) were mailed to the college that did not respond to the first mailing. After the follow-up procedure was completed, six of the seven colleges had responded or 86 percent of the total questionnaires, which provided the data for this study.

The questionnaire was developed following an extensive review of the literature. The literature provided a background of data needed to develop an information base to conduct this study. This study was designed to fulfill three basic purposes:

1. To determine the history of the four-day college week in the state of Texas.

2. To describe the present practices of Texas colleges using the four-day college week.

3. To attempt to project the future direction of the four-day college week in the state of Texas.

HISTORY OF THE FOUR-DAY COLLEGE WEEK

The first purpose of this study was to determine the history of the four-day college week in the State of Texas. Five items on the questionnaire - 1, 8, 12, 13, and 15 - pertained to this purpose. Item one of the questionnaire asked when the college first adopted the four-day college week. This item was included to determine the length of time that the colleges in this study had used the four-day week. Table I illustrates the results of the inquiry.

TABLE I

DATE COLLEGES ADOPTED THE FOUR-DAY COLLEGE WEEK

COLLEGE	DATE	COMPLETE YR.	SUMMER ONLY
Angelina College	Spring, 1974	X	
Frank Phillips College	Fall, 1978	X	
Midland College	June, 1976		X
Navarro College	Fall, 1974	X	
Odessa College	Summer, 1977		X
Southwestern Baptist Seminary	Prior to 1970	X	

It may be important for the reader to return to Table I on occasion. The only differientiation between long term schedules and summer schedules only are noted in this table.

Item eight requested the approximate percentage the costs of utilities had declined at the college since converting to the four-day college week. Table II illustrates the result of this inquiry.

TABLE II

APPROXIMATE PERCENTAGE OF DECLINE IN UTILITIES

N	% DECLINE	FIGURES UNAVAILABLE
6	1-15% 1-50%	4

Item twelve asked where the idea for the four-day college week originated at their college. Four choices were offered: (1) administration, (2) faculty, (3) students, and (4) other. Table III depicts the results of this inquiry.

TABLE III

ORIGINATION OF IDEA FOR FOUR-DAY COLLEGE WEEK

N	ADMINISTRATION	FACULTY	STUDENTS	OTHER	NO RESPONSE
6	5	1	0	0	0

Five of the six responding colleges stated that the idea of the four-day college week originated from the administration and one college reported the idea originated from faculty. Item thirteen asked if the college obtained input from the faculty or staff prior to making the conversion to the four-day college week. Table IV illustrates the results of this inquiry.

TABLE IV

SOLICITATION OF INPUT PRIOR TO DECIDING
TO CONSENT TO FOUR-DAY WEEK

N	YES	NO	NO RESPONSE
6	5	0	1

The data in Table IV reveals that prior to making the decision to convert to the four-day college week, college officials did receive input from the faculty.

Item fifteen asked if the college enrollment had increased or decreased since converting to the four-day week. Table V depicts the results of this inquiry.

TABLE V

ENROLLMENT TREND SINCE CONVERSION
TO FOUR-DAY COLLEGE WEEK

N	INCREASED	DECREASED	NO CHANGE	NO RESPONSE
6	2	0	2	2

PRESENT PRACTICES OF THE FOUR-DAY COLLEGE WEEK

The second purpose of this study was to describe the present practices of Texas colleges using the four-day college week. Ten items on the questionnaire - 2, 3, 4, 5, 6, 7, 9, 10, 11, and 17 - pertained to this purpose.

Item two asked the respondent to list in priority order the five major advantages of the four-day college week. Table VI lists the replies with the priority number.

TABLE VI

PRIORITY LISTING OF THE ADVANTAGES OF
THE FOUR-DAY COLLEGE WEEK

ADVANTAGE	PRIORITY NUMBER
1. Cuts one day of cummuting for students and staff	1, 2, 3
2. Gives the faculty a free day for office work	2, 3
3. Allows a free day for faculty meetings, etc. staff dev.	3, 5, 2
4. Makes administrative duties easier, no interruptions	4
5. Saves energy on one day	5, 4, 1, 1, 1, 2
6. Working students have an extra day to work	6, 1, 4, 1
7. Fewer reasons for missing classes, athletic, agri. trips	3
8. Fridays off - giving 3-day weekends. Aids staff morale	2, 2, 3
9. Curriculum innovation	3

Item four sought to identify the student attitudes toward the four-day week, especially the dormitory students. Table VII depicts the results of this inquiry.

TABLE VII

STUDENT ATTITUDES TOWARD THE
FOUR-DAY COLLEGE WEEK

N	FAVORABLE	UNFAVORABLE
6	6	0

The data indicates that the students attending the colleges using the four-day week are in favor of this type of weekly schedule.

Item five asked if Monday through Thursday classes were conducted or Tuesday through Friday. Table VIII illustrates the responses to this query.

TABLE VIII

DAYS SCHEDULED FOR CLASSES
DURING FOUR-DAY WEEK

N	MONDAY-THURSDAY	TUESDAY-FRIDAY
6	5	1

Item six investigated the faculty response to the four-day week and asked what duties the faculty performed on the "fifth" day. Table IX lists the responses to this inquiry.

TABLE IX

FACULTY ATTITUDE TOWARD THE
FOUR-DAY COLLEGE WEEK

1. Generally the faculty likes the four-day week.
2. Office hours - Staff Dev.
3. Faculty works only Monday through Thursday.
4. Very favorable. No duties on the fifth day.
5. Good - no duties on 5th day; college is closed.
6. College is open only 4 days. A few 3 hour classes are scheduled on the fifth day.

Item seven examined the kinds of innovative uses the college had developed for faculty and students on the "fifth" day of the four-day college week. Table X lists the responses to this question.

TABLE X

INNOVATIVE USES OF THE "FIFTH" DAY
OF THE FOUR-DAY COLLEGE WEEK

1. Field trips - judging teams - workshops
2. Campu closed - no activities
3. Staff development
4. 1, 2, and 3 hour classes scheduled
5. Special classes

Item nine asked if the college business/administration office remained open on the "fifth" day. Table XI illustrates the results of this request.

TABLE XI

COLLEGE BUSINESS/ADMINISTRATION OFFICE OPEN
ON "FIFTH" DAY OF FOUR-DAY WEEK

N	YES	NO
6	3	3

Item ten asked what educational programs the college had that did not utilize the four-day college week. Table XII lists the responses to this question.

TABLE XII

EDUCATIONAL PROGRAMS NOT USING
THE FOUR-DAY COLLEGE WEEK

1. Nursing
2. Welding

3. Intercollegiate Athletics

4. Child Care

5. Cosmetology

Item eleven inquired about the attitude of the community toward the "short" work week at the college. Table XIII depicts the results of this query.

XIII

ATTITUDE OF COMMUNITY TOWARD THE FOUR-DAY COLLEGE WEEK

N	FAVORABLE	UNFAVORABLE	UNKNOWN
6	5	0	1

The data in Table XIII indicates most communities have a favorable attitude toward the four-day college week. This would appear to be an important concern for community/junior colleges that are located in taxing districts.

Item seventeen sought to identify the curricular/scheduling problems that adoption of the four-day college week posed. Table XIV lists the responses to this item.

TABLE XIV

CURRICULAR/SCHEDULING PROBLEMS OF THE FOUR-DAY COLLEGE WEEK

---

1. Scheduling of class rooms has been a minor problem. Most students want morning classes.

2. No problems, so far.

3. The four-day week is no more of a problem than the five-day week was.

4. Certain regulatory agencies prohibit 10 hr. days - cosmetology commission; others make it awkward - CETA programs.

FUTURE DIRECTIONS OF THE FOUR-DAY COLLEGE WEEK

The third purpose of this study was to attempt to project the future direction of the four-day college week in the state of Texas. Three items on the questionnaire - 14, 16, and 18 - pertained to this purpose.

Item fourteen asked the respondent if they would consider returning to the five-day week. Table XV depicts the results of this inquiry.

TABLE XV

WOULD COLLEGE RETURN TO THE FIVE-DAY WEEK

N	YES	NO	NO RESPONSE
6	0	5	1

Item sixteen requested the respondent to predict whether or not more colleges will convert to the four-day week in the future and why they will convert. Table XVI illustrates the results of this inquiry and lists the respondents opinions concerning why more colleges will convert to the four-day college week.

TABLE XVI

MORE COLLEGES TO CONVERT TO FOUR-DAY COLLEGE WEEK

N	YES	NO	NO RESPONSE
6	5	0	1

REASONS TO CONVERT TO
FOUR-DAY COLLEGE WEEK

1. Energy savings listed by four colleges.

2. Declining enrollments - more space available.

Item eighteen asked for an expression of idea/feelings about the four-day college week that were not addressed in the questionnaire. Table XVII lists those replies.

TABLE XVII

RESPONDENT IDEAS/FEELINGS ABOUT
FOUR-DAY COLLEGE WEEK

1. As long as space is available, I think it is a good plan. We are considering closing our campus 100% (on Friday) in the future.

2. Eveybody likes Fridays off.

3. Students have been on a four-day week for five years. Response has been favorable. Administration and staff went on four-day week this summer in order to save energy by closing all buildings on Friday, Saturday, and Sunday. The costs of utilities have declined and response from staff is also favorable. (Respondent called and said they are seriously considering going to the four-day week on a year-round basis).

4. Though not feasible for us, it would be advantageous to have a portion of the college open at <u>all</u> times to take care of information and routine matters.

FINDINGS AND CONCLUSIONS

FINDINGS

1. Since 1974, five community/junior colleges have adopted the four-day college week.

2. Only two of the six colleges responding had approximate figures on utility costs.

3. Five of the six responding colleges felt that the idea of the four-day college week originated in the administration.

4. Five of the six responding colleges received input from the faculty prior to converting to the four-day college week.

5. The enrollment at two colleges had increased since conversion to the four-day college week, two colleges indicated no change in enrollment.

6. The saving of energy was listed as a major advantage of the four-day college week by all six responding colleges.

7. The long work day and short lunch break were cited as the major disadvantage of the four-day college week.

8. The six reporting colleges indicated favorable student attitudes toward the four-day college week.

9. Five reporting colleges used the Monday-Thursday mode of scheduling, one college used Tuesday-Friday.

10. The respondents indicated that the attitude of the college faculty toward the four-day college week is favorable. Most colleges require no duties for faculty on the "fifth" day.

11. Three of the six colleges reporting indicated that their business/administration offices remained open on the "fifth" day, three colleges reported they were closed.

12. Five of the six reporting colleges indicated that the communities in which they are located have a favorable attitude toward the four-day college week.

13. The data indicates that there are no particular curricular/scheduling problems when converting from the five-day week to the four-day week.

14. Five of the six respondents felt that more colleges would convert to the four-day week in the future.

CONCLUSIONS

1. In recent years, more colleges have converted to the four-day college week.

2. Utility savings have not been important enough to compile and maintain figures on comparative costs.

3. College administrators originated the idea of the four-day week at most institutions.

4. Enrollments tend to increase at the colleges who schedule the four-day week.

5. Energy savings was a major advantage at the colleges using the four-day college week.

6. Long work days are the major disadvantage of the four-day college week.

7. Most students are in favor of the four-day college week.

8. College faculties are in favor of the four-day week.

9. Some college administration/business offices are closed on the "fifth" day of the four-day college week.

10. Most communities have a favorable attitude toward the four-day week.

11. The four-day college week poses no particular curricular/scheduling problems.

12. Some educational programs are not suited to the four-day college week.

13. More colleges will probably convert to the four-day week in the future.

APPENDIX A

RESEARCH QUESTIONNAIRE

THE FOUR-DAY COLLEGE WEEK

RESPONDENT DATA:

_____ _____

Name Title

_____

College Address

1. When did your college adopt the four-day week schedule?_____

2. Please list in priority order the five major advantages of the four-day college week:

   a.

   b.

   c.

   d.

   e.

3. Please list in priority order the five major disadvantages of the four-day college week:

   a.

   b.

   c.

   d.

   e.

4. What are the student attitudes toward the four-day week, especially the dormitory students?

5. Do you conduct Monday thru Thursday classes or Tuesday thru Friday?

6. What has been the faculty response to the four-day week? What are their duties on the "fifth" day?

7. What kinds of innovative uses has your college developed for faculty and students on the "fifth day of the four-day week?

8. What approximate percentage has the costs of utilities declined since you have begun scheduling the four-day week?

9. Does your college business/administration office remain open on the "fifth" day?

10. What educational programs do you have at your college that do **not use** the four-day week?

11. What has been the attitude of the community toward the "short" work week at the college?

12. Where did the idea for the four-day week originate at your college?

_____administration

_____faculty

_____students

_____other (please elaborate)

13. Did you obtain input from the students, faculty, staff, etc. prior to making the decision to convert to the four-day week?

14. Now that you are on the four-day week, would you consider returning to the five-day week?

15. Has your enrollment increased or decreased since conversion to the four-day week?

16. In your opinion, will more colleges go to the four-day week in the future? Why?

17. What curricular/scheduling problems have the adoption of the four-day week posed?

18. Please express your ideas/feelings about the four-day week, that were not addressed in this brief questionnaire:

I would like to have a copy of this study upon completion:

_____yes

_____no

Thank you for your assistance!

Clarendon College

PHONE 806-874-3571
P. O. BOX 968

K. D. VAUGHAN, PRESIDENT

BOB E. RILEY, DEAN OF INSTRUCTION
LEONARD D. SELVIDGE, DEAN OF STUDENTS

CLARENDON, TEXAS 79226

August 8, 1979

Dear

We are considering converting to the four-day college week next year and I am attempting to contact the seven colleges in Texas that have adopted a four-day schedule. I have constructed a brief questionnaire and enclosed it with this letter. The questionnaire is more of an information-giving instrument rather than a formal research questionnaire, but if you would take a few minutes to complete it, I would certainly appreciate it.

I am mailing this questionnaire to Angelina College, Central Texas College, Frank Phillips College, Midland College, Navarro College, Odessa College and Southwestern Baptist Seminary. If you would also send me a copy of your Fall Schedule when you return the questionnaire, I feel it would be helpful to us.

Thank you for your assistance.

Sincerely,

Dr. Bob E. Riley
Dean of Instruction

BER/bj

AN EQUAL OPPORTUNITY EMPLOYER

Clarendon College

PHONE 806-874-3571
P. O. BOX 968

K. D. VAUGHAN, PRESIDENT

BOB E. RILEY, DEAN OF INSTRUCTION

LEONARD D. SELVIDGE, DEAN OF STUDENTS

CLARENDON, TEXAS 79226

August 28, 1979

Dear

I am following up on a research questionnaire I mailed to you on August 8th. Clarendon College is considering adopting a four-day college week and it is our understanding that Central Texas is currently using this mode of scheduling.

I have identified seven colleges in the state that uses the four-day week either partially or completely. I have received a returned questionnaire from all the colleges except Central Texas. Would you be so kind as to complete the enclosed questionnaire so that I can complete the study and share my findings with other junior colleges in the state?

I would appreciate it if you would enclose a copy of your Fall schedule with the questionnaire.

Thanks for your help.

Sincerely,

Dr. Bob E. Riley
Dean of Instruction

BER/bj

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